The Bachelor of Arts, Educational Studies in Mild to Moderate Exceptionalities Special Education (BAESSPMM), is a competency-based degree program that includes content knowledge related to special education (K-12) teaching The Special Education, Mild to Moderate Exceptionalities program is specifically designed for individuals interested in interacting with students with mild to moderate disabilities. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to special education courses for interacting with students with mild to moderate exceptionalities. This program does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program. This is a non-licensure program and will not, in any state, lead to an institutional recommendation for licensure.

Practically speaking, how do competency-based programs like those offered at Western Governors University (WGU) work? Unlike traditional universities, WGU does not award degrees based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn your degree by demonstrating your skills, knowledge, and understanding of important concepts.

Progress through a degree program is governed not by the amount of time you spend in class but by your ability to demonstrate mastery of competencies as you complete required courses. Of course, you will need to engage in learning experiences as you review competencies or develop knowledge and skills in areas in which you may be weak. To help you acquire the knowledge and skills you need to complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will work closely with you to help you understand the competencies required for your program and to help you create a schedule for completing your courses. You will also work closely with course instructors as you engage in each of your courses. As subject matter experts, course instructors will guide you through the content you must master to pass the course assessments.

The benefit of this competency-based system is that it enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a degree, even if they lack college experience. You may have gained skills and knowledge of a subject while on the job, accumulated wisdom through years of life experience, or already taken a course on a particular subject. WGU will award your degree based on the skills and knowledge that you possess and can demonstrate—not the number of credits hours on your transcript.

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU), which reaffirmed WGU's accreditation in 0 D U F K 202 . The WGU F K R R O R I (G X F D W L R Q accredited at the initial-licensure level by the Council for the Accreditation of Educator Preparation (CAEP) and by the Association of Advancing Quality in Educator Preparation (AAQEP) . The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College of Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the courses you will need to complete in order to earn your degree. The Degree Plan also lays out the accompanying learning resources and assessments that compose your program. The list of courses in the Degree Plan is often referred to as the standard path. The amount of time it takes to complete your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study.

Students vary widely in the specific skills and information they need to learn. For example, some students may be highly knowledgeable in a particular subject matter and would not need to engage in new learning opportunities. Other students may find that portions of the program require them to learn new information and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to fulfill program competencies in that area. Some individuals may be able to devote as little as 15–20 hours per week to the program, while others may need to devote more time. For this reason,

'Requirement Satisfied' (RS) in some cases. Refer to your specific program transfer guidelines to determine what can be satisfied by previously earned college credits. In most cases, WGU does not accept college transfer credits at the graduate (master's) level. Students entering graduate programs must have their undergraduate degree transcripts verified before being admitted to WGU. In addition to a program's standard course path, there may be additional state-specific requirements.

Click here for the Student Handbook

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Each term is six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between terms that you would experience at a more traditional university. At the end of every six-month term, you and your program mentor will review the progress you have made and revise your Degree Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this "On-Time Progress," denoting that you are on track and making progress toward on-time graduation. As full-time students, graduate students must enroll in at least 8 competency units each term, and undergraduate students must enroll in at least 12 competency units each term. Completing at least these minimum enrollments is essential to On-Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the courses you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass a course, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing a course means you have demonstrated competency equivalent to a "B" grade or better.

WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3 competency units while others may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you

any transfer units would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

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for

The Professional Educator	3	1
Composition: Writing with a Strategy	3	1
Introduction to Communication: Connecting with Others	3	1
Learners and Learning Science	3	1
Composition: Successful Self-Expression	3	2
Integrated Physical Sciences	3	2
Introduction to Systems Thinking and Applications	3	2
Personalized Learning for Inclusive Classrooms	3	2
Creating Positive Learning Environments	3	3
Quantitative Literacy	3	3
Technology and Ethics: Emerging Trends and Society	3	3
Planning Instructional Strategies for Meaningful Learning	3	3
Assessing and Monitoring Student Learning	3	4
Introduction to Biology	3	4
Behavioral Intervention Strategies and Applied Behavior Analysis	4	4
Special Education Law, Policies and Procedures	3	4
American Politics and the US Constitution	3	5 Td (American

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. WGU may modify requirements and course offerings within the program to maintain the currency and relevance of WGU's competencies and programs.

for

The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

The Professional Educator prepares WGU students to excel in the exciting and impactful profession of being an educator. Additionally, the course addresses the importance of continuous professional development and ethical considerations in teaching through the School of Education (SOE) Professional Dispositions and Ethics. Upon completion of the course, WGU students will be equipped with the tools and insights needed to continue their professional journey of becoming effective, inspiring, and adaptive educators, capable of making a significant impact in the lives of their students and the broader educational community. (This is not a transferable course.)

This course covers the following competencies:

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- *Begin your course bthe fWnour coWGU o Thex yoneseloping . The D*

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner applies MTSS to address the needs of all students.*
- *The learner examines policies, practices, and legal requirements to inform educator practice.*
- *The learner identifies characteristics of students with various learning needs.*

Creating Positive Learning Environments delves into the key elements that contribute to creating and maintaining a positive learning atmosphere for educators focused on fostering supportive and productive classroom climates. The course teaches effective communication, classroom norms and routines, and positive behavior supports. Emphasizing the importance of a safe and inclusive environment, the course also explores methods to promote student engagement, collaboration, and mutual respect among all learners. It also addresses the role of mental well-being in learning, exploring trauma-informed and restorative practices, which are addressed in relation to online and hybrid learning environments. Through a blend of theoretical frameworks and practical applications including case studies, Creating Positive Learning Environments teaches learners how to develop and sustain environments that not only enhance academic performance but also support the holistic development of students.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner plans norms, routines, and classroom expectations to promote a safe, equitable, and productive learning environment.*
- *The learner analyzes the role of the community of care in creating a learning environment that is sensitive to varied experiences and backgrounds.*
- *The learner applies classroom engagement strategies to enhance a positive classroom climate.*

Planning Instructional Strategies for Meaningful Learning is a dynamic course designed for educators seeking to deepen their understanding of instructional planning and the execution of educational strategies that foster meaningful learning experiences. This course provides candidates with the knowledge and skills necessary to create engaging and standards-aligned less0 Td g cm bivefIn9udents2P <</7e d anss0 Td g cma rang analhigh-loliries understanding oand restseeking toal r ls sthods to

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
-

principles of systems thinking and provides opportunities to use a systems thinking approach to analyze and evaluate real-world case studies. The course will culminate with using systems thinking to develop a solution to an authentic complex problem. This course has no prerequisites, but general education math (C955 or C957) is preferred. Because the course is self-paced, learners may move through the material as quickly or as slowly as needed, with the goal of demonstrating proficiency in the five competencies covered in the final assessment. If learners have no prior knowledge of this material, they can expect to spend 30 to 40 hours on the course content.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner applies the basic principles and foundational theory of systems thinking to a scenario.*
- *The learner analyzes complex problems and solutions using a systems thinking methodology.*
- *The learner designs a solution to a complex problem using systems thinking.*

D771 Quantitative Literacy views real-world problems through the lens of quantitative reasoning. The application of quantitative concepts to topics such as financial decisions is explored. Algebraic models and functions, as well as principles of geometry, are reviewed as fundamental ways to explore real-life scenarios. The use of mathematical concepts as a tool for modeling and understanding everyday problems is leveraged to promote students' thinking of math as a useful and relevant tool for many situations and scenarios. Numeracy and quantitative thinking skills are developed through these applications.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner applies algebraic models and functions to real-world scenarios.*
- *The learner applies quantitative methods to make financial decisions.*
- *The learner applies geometric concepts and calculations to solve practical problems.*

Technology and Ethics: Emerging Trends and Society explores the intersection of ethical thinking and technological innovations. A foundational introduction to ethical frameworks is applied to emerging trends in technology including artificial intelligence, social media, and other forms of digital media. This course examines the impact of technology on our understanding of self as well as the individual’s role in interacting with others in a globalized society. Through careful analysis and application, students gain the ability to recognize ethical actions within the context of current and newly evolving technological landscapes.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner describes ethical decision-making frameworks as applied to technology.*
- *The learner applies ethical concepts to emerging technology as it relates to society.*
- *The learner analyzes privacy ethics and identity as related to emerging technologies.*

This course is a foundational introduction to the biological sciences. The overarching theories of life from biological research are explored as well as the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Key concepts include how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the characteristics and classifications of living organisms.*

- *The graduate analyzes the basic chemical composition of cells and the basic processes that happen at the cellular level.*
- *The graduate analyzes different types of cells based on their structures and biological functions.*
-

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner applies a range of preventative and responsive evidence-based practices in an ongoing collaboration to support the social, emotional, and educational well-being of students with emotional and behavioral exceptionalities.*
- *The learner interprets data from a Functional Behavior Assessment (FBA) that assists in the development of a Behavior Improvement Plan (BIP) for the behavioral support of students with various cultural and linguistic backgrounds.*

Special Education Law, Policies, and Procedures prepares special education teachers to practice within legal and ethical guidelines as they navigate the Special Education processes, stakeholder interactions, and other complex situations. This course provides an overview of the professional ethics and professional practice standards of the Council for Exceptional Children (CEC), which guides candidates to act in a professionally conscientious manner. Candidates will explore special education legal foundations and case laws to apply legal foundations and ethical practices in special education process compliance.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner applies laws, key special education cases, and policies to comply with federal level Free and Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) for individuals with exceptionalities.*
- *The learner applies ethical principles and professional practice standards to manage legal responsibilities when working with individuals with exceptionalities.*

Assessment for Special Education prepares special education teachers to use multiple methods of assessment and data sources in making educational decisions concerning the student and their learning environment. This course is designed to help provide an understanding of how assessment data is used during screening in multitiered systems of support (MTSS), the eligibility process, the evaluation process, progress monitoring, and data-based instructional decision making.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together*
- *The learner analyzes a variety of data sources to inform the selection and development of formal, informal, and standardized measures that assess and monitor individuals with possible exceptionalities.*
- *The learner interprets assessment results to inform educational decisions for individuals with exceptionalities.*
- *The learner communicates the results of the student evaluation process related to measurable outcomes.*

Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff prepares special education teachers to collaborate effectively with parents, school staff, and other professionals to plan programs and access services for students with exceptionalities. This includes applying culturally responsive communication strategies within school, educational settings, and the community. The course introduces ways to enhance parental involvement and family engagement while teaching families and students advocacy throughout the Individualized Education Plan (IEP) and transition planning processes. The learner will create an IEP and then engage in a simulated IEP annual review where they will practice effective communication and collaboration skills key to the program's development and implementation. Candidates will engage in three hours of preclinical experiences that includes a simulated collaborative experience in which skills learned can be applied.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together*
- *The learner communicates with stakeholders in a school setting to build consensus, meet goals, and promote culturally responsive communication.*

- *The learner coordinates with other professionals and families of students with exceptionalities to foster advocacy, facilitate connection with available resources, and promote culturally responsive communication.*
- *The learner collaborates with other staff, communities, and parents to create an individualized education Plan (IEP), including the Individual Transition Plan (ITP), for students with exceptionalities.*

Special Education Curriculum is designed for candidates who plan to teach in a special education program at any grade level from kindergarten through grade 12. This course reviews the basic principles of special education and their application in realistic situations. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities which align to CEC Standards.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes characteristics of learners and the factors that impact student development to promote better instruction and success through effective lesson plans, behavior management strategies, and a safe classroom environment.*
- *The learner analyzes and interprets curriculum-based assessments and results to communicate learner needs and how to address those needs using individualized instructional strategies and techniques to further student success, including assistive technology, support of transition goals, and intervention strategies for at-risk learners.*
- *The learner applies federal regulations in special education, including referral processes, rights safeguards, and legislation regulating Least Restrictive Environment (LRE), Multi-tiered System of Support (MTSS), and the Individualized Education Plan (IEP).*

Considerations for Instructional Planning for Learners is designed to introduce special education teachers to a repertoire of evidence-based instructional strategies to advance the learning of students with exceptionalities. The course focuses specifically on strategies for intensifying and individualizing instructional interventions; making instructional decisions based on progress-monitoring data; collaborating with general education teachers and paraprofessionals; teaching to mastery; promoting generalization of learning; and teaching students with exceptionalities how to use self-assessment, problem solving, and other cognitive strategies to organize critical content and meet their needs.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner uses systematic instruction to apply evidence-based instructional strategies and prompting procedures that enhance instruction and maximize the academic gains of students with exceptionalities.*
- *The learner analyzes how data is used in the special education classroom to intensify instructional strategies and interventions for students with mild to moderate exceptionalities.*
- *The learner applies cognitive strategies that support memory, attention, self-regulation, self-determination, and independence.*

Elementary Literacy and Mathematics Strategies and Assistive Technologies prepares special education teachers to use progress monitoring and evidence-based instructional practices appropriate for elementary students with exceptionalities. The course includes cognitive and metacognitive strategies that elementary students can use to acquire new content knowledge and generalize skills across learning environments. It also provides opportunities for learners to incorporate intensive instructional strategies and practice making accommodations that include assistive technologies to elementary math and English language arts lesson plans based on learner characteristics, performance data, and individualized education program (IEP) goals.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner implements reading and writing strategies and interventions for elementary students with mild to moderate*

exceptionalities to measure progress toward individualized education plan (IEP) goals and adjust instruction as needed.

- *The learner implements mathematics strategies and interventions for elementary students with mild to moderate exceptionalities to measure progress toward individualized education plan (IEP) goals and adjust instruction as needed.*
- *The learner integrates assistive technologies for student needs in an elementary setting by researching and selecting a technology, demonstrating how the technology is used, and teaching students how to use the technology.*

Secondary Literacy and Mathematics Strategies and Assistive Technologies prepares special education teachers to use progress monitoring and evidence-based instructional practices appropriate for use with secondary students with exceptionalities. This course focuses on intensive instruction and accommodation that includes assistive technology to secondary lesson plans. Learners will apply strategies to develop student critical thinking and problem-solving skills. Learners will assess and measure student progress towards the Individualized Education Program (IEP) and transition goals for post-secondary and career preparation.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together*
- *The learner implements reading and writing strategies and interventions for secondary students with mild to moderate exceptionalities to address targeted deficits and regularly assesses those learned skills to measure progress toward individualized education plan (IEP) goals, including the individual transition plan (ITP) for moving to post-secondary education, and adjust instruction as needed.*
- *The learner implements math strategies and interventions for secondary students with mild to moderate exceptionalities to address targeted deficits and regularly assesses those learned skills to measure progress toward individualized education plan (IEP) goals, including the individual transition plan (ITP) for moving to post-secondary education, and adjust instruction as needed.*
- *The learner integrates assistive technologies for student needs in a secondary setting by researching and selecting a technology, demonstrating how the technology is used, and teaching students how to use the technology.*

Elementary Literacy Curriculum is a comprehensive course that deepens an educator's knowledge of language acquisition and progressively complex concepts and skills surrounding literacy. This course explores critical elements of the science of reading and writing, including applying key theories and research used to support the development of literacy, evaluating diverse resources, and utilizing purposeful oral, written, and digital communication in elementary curriculum. Candidates delve into the foundational aspects of literacy, including phonological awareness, phonics, word analysis, fluency, and comprehension, while also gaining insights into how these elements shape and influence literacy development. This dynamic course empowers educators to create a solid foundation for students' literacy skills and a lifelong love of reading and writing within various learning environments.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes elementary content standards and resources in literacy.*
- *The learner analyzes the role of phonological awareness, phonics, word analysis, fluency, and comprehension in literacy development.*
- *The learner analyzes elements of literacy critical for communication.*
- *The learner describes key features of texts across genres.*
- *The learner analyzes the central concepts and structures in writing and the development of effective writing skills.*

Early Literacy Methods is a specialized course designed for educators and professionals passionate about nurturing literacy skills in young children. This course offers an in-depth exploration of the foundational concepts and practices essential for

grades PK to third grade, the curriculum covers topics such as phonemic awareness, language acquisition, and emergent reading and writing skills. Candidates learn how to create stimulating and inclusive literacy environments, use developmentally appropriate materials, and engage with a variety of high-quality core instruction as part of Tier 1 multi-tiered systems of support and assessment (MTSS) suited to the various needs of young learners, including learners with dyslexia. Additionally, the course incorporates the latest research in early childhood literacy focusing on the science of reading and best practices for how children learn to read and write. Through a blend of theoretical knowledge and practical application, this course aims to prepare candidates with the tools to effectively guide and inspire early literacy development in their classrooms.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes components of literacy acquisition and the development progression of those components for grades PK-3.*
- *The learner applies theories and research related to the science of reading to instructional decisions.*
- *The learner analyzes literacy instructional practices at the PK-3 level by designing experiences to meet rigorous learning goals for all learners.*

Elementary Literacy Methods" is an engaging and comprehensive course designed for aspiring educators, focusing on the development of effective literacy teaching strategies for elementary-level students. This course reviews the fundamental principles of literacy education through science of reading, but takes a more specialized focus on vocabulary development, reading comprehension, and the deeply complex literacy skills developed in grades 4 to 6. Candidates explore a variety of instructional approaches and materials tailored to support all learners in the elementary classroom, including learners with dyslexia. This exposure will assist candidates in using Tier 1 multi-tiered systems of support and assessment (MTSS) for planning and implementing literacy lessons, selecting appropriate resources, and assessing student progress.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes components of reading acquisition and writing acquisition and the development progression of those components for elementary grades.*
- *The learner plans literacy instruction and assessment at the 4-6 level by designing experiences to meet rigorous learning goals for all learners.*

Foundations of Literacy through Literature is an enriching course designed for educators and literacy enthusiasts, focusing on the exploration and utilization of literature to foster growth in the skills and concepts necessary for reading. This course delves into the role of varied and age-appropriate literary works in the science of reading to develop reading, writing, speaking, and listening abilities in learners. Students examine a broad range of genres to understand how different texts can be used to enhance vocabulary, comprehension, and critical thinking. This analysis allows the candidate to not only successfully integrate literature into meaningful instruction, but it is designed to cultivate a deep appreciation for reading itself. The curriculum emphasizes interactive and creative teaching strategies to engage learners effectively and integrate culture into their literacy instruction. The candidate is given real-world examples for how to create an inclusive environment that respects and celebrates different perspectives through quality text. By the end of the course, students are prepared with the knowledge and practical skills to use literature as a powerful tool in the development of comprehensive literacy skills.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes key features of varied texts to evaluate text selection.*
- *The learner develops learning experiences that integrate children's literature with various representations.*
- *The learner demonstrates strategies based on the science of reading to deepen student understanding of varied texts.*

Literacy Assessment and Interventions is an essential course for candidates to enhance their skills in identifying and addressing literacy challenges in all student populations, including students with dyslexia, through Tier1, Tier 2, and Tier 3

multi-tiered systems of support and assessment (MTSS). This course reviews the science of reading associated with a wide range of assessments and techniques used to evaluate reading, writing, speaking, and listening skills. Students learn to

and implement effective interventions for diverse learner needs. Emphasis is placed on constructing a classroom environment that promotes mathematical curiosity, problem-solving, meaningful discourse, and a growth mindset. Students acquire the skills to build authentic mathematics experiences that caters to the varied needs of all students, setting a firm foundation for their future academic success in mathematics.

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner applies the science of math for developing mathematical understanding in grades K–6.*
- *The learner analyzes math progress for providing feedback and differentiating learning.*
- *The learner implements learning activities to engage students in mathematical thinking.*

Secondary Literacy Methods & Interventions utilizes MTSS to equip educators with evidence-based strategies to address adolescents' reading challenges through the Multi-Tiered System of Supports Model. Candidates learn to identify, monitor,

Western Governors University is committed to providing equal access to its academic programs to all qualified students. WGU's Accessibility Services team supports this mission by providing support, resources, advocacy, collaboration, and academic accommodations for students with disabilities and other qualifying conditions under the Americans with Disabilities Act (ADA). WGU encourages student to complete the Accommodation Request Form as soon as they become aware of the need for an accommodation. Current and prospective students can reach the Accessibility Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MST at 1-877-HELP-WGU (877-435-7948) x5922 or at ADASupport@wgu.edu.

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and requests. The Student Services team members help you resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback.

Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail